Thanks To Our Supporters

Is our glass half empty or half full? Looking back on this year of increasing unemployment, record government deficits, and instability throughout the world, it would be easy to think of it as half empty. But at MLC, we believe our glass is half full. Despite a challenging environment, MLC accomplished much during our 2002-2003 program year. We:

• provided direct literacy services to more than 29,000 Minnesotans – 25% more than last year;
• strengthened our children’s programming, launching Teacher Corps for Twin Cities teaching assistants and K-3, at-risk kids;
• expanded our Adult Literacy Hotline referral services, fielding more than 4,200 learner calls and 12,600 Web hits;
• created a volunteer recruitment campaign that contributed to twice the previous year’s number of new tutor inquiries;
• trained 76% more tutors through in-service workshops; and
• launched our new Web site, offering more online resources for literacy volunteers and teachers.

We’re certainly pleased with our successes. But we’re most proud of the achievements of our learners and the commitment of our new and ongoing volunteers and supporters. We and our literacy partners could not accomplish what we do without the courage and determination of our learners, and the generosity of volunteers and donors. You are the ones who recognize that – in good times and bad – basic literacy and English services are fundamental to the success of our neighbors and the well-being of our communities.

Thanks to you, we will continue to share the power of learning during 2003-2004. Together, we will help adults and children acquire literacy skills so that someday we won’t have to choose between half empty and half full. The glass will be filled with knowledge, understanding and educational opportunity for everyone.

Eric Nesheim
Executive Director

Terri Kruger
Board President

Our Mission:

Sharing the power of learning through education,
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community building, and advocacy.
Adult Direct Services

To fulfill its Adult Basic Education (ABE) mission, the Minnesota Literacy Council operates adult literacy sites in St. Paul and Minneapolis. ABE and English as a Second Language (ESL) instruction helps adults become self-sufficient, productive citizens who have the literacy skills they need to succeed on the job and in their daily lives.

Learning Centers

During the 2002-2003 program year, most MLC adult learners came from low-income, ethnically-diverse households. The majority of the students were Hispanic or African-American and ranged in age from 25 to 44. An increased demand for ESL services reflected Minnesota’s ever-growing population of immigrants and refugees.

MLC’s longest-running direct service program, the North Side Learning Center, found a new home in April 2003. Previously located in the Sumner Library in North Minneapolis, the learning center was relocated to serve the increasingly diverse neighborhoods of South Central Minneapolis. The renamed Minneapolis Learning Center began offering one-to-one tutoring and classroom instruction at the Wilder Community Education Center and Pillsbury United Communities. This year, 47 trained volunteers delivered ESL, GED preparation, basic reading, math, and computer instruction to nearly 300 adult learners.

Following start-up in South Central, literacy support continued in North Minneapolis, where MLC coordinated one-to-one ESL tutoring at the Cecil Newman Resource Center and the Phyllis Wheatley Community Center.

MLC operates two adult literacy sites in East St. Paul. With more than 2,300 hours of volunteer support last year, the East Metro Learning Center served nearly 400 learners, offering them one-to-one tutoring in ESL, GED preparation, basic reading, math, and computer instruction. East

It’s Never Too Late

As a child in Texas in the 1940s, Patricia attended school for less than three years. After moving to Minneapolis in 1959, she worked many jobs, from house cleaning to laundry. She browsed books to try to educate herself in English and asked friends for help in keeping good employment records to find better-paying jobs.

Over the years, Patricia never seemed to connect with a tutoring program or class that could meet her literacy needs. Then she saw a flier about the new Minneapolis Learning Center. She said, “It’s the best thing that could have happened to me. I feel very lucky that I got that flier.”

Patricia now attends Basic Reading/Phonics and Writing/Grammar classes and receives the individual attention she needs to succeed. Her teachers and classmates feel lucky, too, to share time with a woman who has persevered over the years, is accomplishing new goals and believes in giving back by helping others accomplish their goals, too.
Metro welcomed life-long English speakers and a diverse mix of New American learners who represented more than 20 different nations. MLC’s site at Sacred Heart Church drew its 45 ESL learners largely from the surrounding neighborhood in the heart of East St. Paul’s Latino community.

MLC also partners with other organizations to offer ESL programs at satellite sites in Twin Cities communities with growing ethnic populations. In Northeast Minneapolis, MLC operated an ESL program at Trinity United Methodist Church. In South Minneapolis, MLC partnered with Holy Rosary Church in a volunteer-led ESL program. During the 2002-2003 program year, these programs served more than 1,000 learners.

East African Services
Near downtown Minneapolis, MLC manages Ubah Educational Services, one of the largest adult literacy sites serving the Somali and Oromo communities in Minnesota. Ubah continued to flourish this year, serving more than 250 learners. Somali teachers, with help from volunteers, taught six English language learning levels, GED preparation, math, and computer classes four evenings per week.

During 2002-2003, Ubah also built a strong relationship with North Central University, recruiting many volunteer tutors from the University’s TEFL and elementary school teaching programs.

MLC’s Functional Work English program, located in St. Paul’s Skyline Tower, teaches English for work and daily life to Somali refugees receiving public assistance. Last year, two bilingual teachers prepared their students for the American workplace by helping them improve their English literacy and employment skills – such as filling out an application, interviewing, communicating with supervisors, and understanding expectations. The class, held 20 hours per week, served 60 learners during the 2002-2003 program year.

Citizenship
With support from the St. Paul Community Literacy Consortium, MLC continued to provide citizenship services in the Twin Cities. MLC staff conducted citizenship classes at six locations for more than 100 students, nearly all of whom passed their U.S. citizenship exam this year. Staff members also distributed thousands of voter registration cards at swearing-in ceremonies, guided students toward sources for legal assistance and helped them complete forms and navigate sometimes-challenging procedures and systems.

MLC citizenship staff also presented at statewide ABE conferences and conducted in-service workshops to train teachers and volunteers to tutor people seeking citizenship. The trainers provided specific teaching tools to help learners understand the forms, timelines, knowledge and process involved in becoming a U.S. citizen. MLC also provided information about changes in the citizenship process and a comprehensive list of resources on the agency Web site.

A Better Person?
by Suzanne McCurdy,
East Metro Learning Center Coordinator

Does MLC make people better? One of our Latino students, Ines, studies English every chance he gets – at the Learning Center, at home, and during his lunch break. He’s very thoughtful and active during class, learning continually but also teaching. We’ve learned about Ines’ culture and life, and about his character. His job isn’t guaranteed, yet Ines is loyal to his boss. Ines lives on a limited income, yet he’s grateful. He rides a bike to class in all weather, yet he never complains.

Ines and students like him broaden our minds and our hearts. We learn about other cultures, and about achievement and the human spirit. Is Ines a better person because of MLC? In my eyes, no. You won’t find a better person. Who does MLC make better? Me. The tutors. The staff. The community. Not a bad trade-off for a free class.
In 2002-2003, MLC continued to support the valuable work of local literacy programs throughout Minnesota. More than 100 Associate Programs benefited from MLC services. In turn, these local programs reported that approximately 3,500 volunteers tutored more than 31,000 adult learners, a dramatic 14,000 increase in learners over the prior year.

MLC helps volunteer coordinators, teachers and other Adult Basic Education (ABE) staff to enhance the quality of their literacy programs through such services as:

• Technical assistance in volunteer management, curriculum development, and technology planning;
• Pre-service and in-service training of volunteer tutors;
• Referrals of volunteers and learners through the Adult Literacy Hotline (1-800-222-1990, www.theMLC.org/hotline);
• Resources for program improvement, such as the Literacy Landscape newsletter, e-mail tutor tips, the MLC lending library, networking opportunities, and To Open Your Mind, a journal of adult student writings; and
• Volunteer and learner recognition programs.

In 2002-2003, MLC also hosted two statewide conferences that supported learners, volunteers, and ABE professionals:

• Nearly 300 people participated in the 8th annual Partners in Literacy Conference, a one-of-a-kind workshop that brings together adult learners with their tutors, teachers, and volunteer

“Thanks for all the practical ideas! I think you’ve made

Associate Program Volunteer Coordinator
coordinators. Break-out sessions covered ESL and ABE teaching strategies, learner leadership, program management, citizenship and other topics.

• Seventy-one people attended the annual MLC Coordinators Conference, a one-day event that offered program and management topics for adult literacy volunteer coordinators.

Technology Services
MLC Technology Services conducted trainings, provided online resources, developed new curricula, supported student data management and provided a variety of other services for the ABE community. Highlights from the past year include:

• MLC staff conducted 26 technology trainings at several locations throughout the state, including in-service workshops in the Twin Cities and Mankato. MLC collaborated with the state Literacy Training Network (LTN) by offering trainings at LTN-sponsored sessions in Detroit Lakes, Alexandria and St. Cloud.
• MLC hosted the Technology in Adult Literacy Conference in June 2003. Nearly 50 ABE professionals attended this conference and participated in eight hands-on technology sessions.
• Staff members provided technical support to five mini-grant recipients, who created technology-related curriculum for low-level adult learners.
• MLC launched its new easy-to-use Web site with more online resources for the literacy community. MLC also improved Web support for other state literacy service providers such as Literacy Minnesota, LTN, and the ABE department at the Minnesota Department of Education.

Adult Literacy Hotline
During 2002-2003, the Adult Literacy Hotline continued to be a popular and useful phone and Web-based referral service for ABE learners, volunteers and literacy programs throughout the state.

Year after year, Hotline calls and Web hits have increased. The Hotline took 4,232 calls in this program year, versus 3,614 calls during the previous year. Nearly 15 percent of calls were handled in Spanish. Thanks to more outreach during the year, volunteer calls more than doubled.

Learners, volunteers and social service providers actively used the MLC Web site to access the Hotline database and retrieve information about ABE programs. In 2002-2003, Web hits totaled 13,302, compared with 8,068 hits during the prior year.

To Open Your Mind
Having an essay or poem published is truly empowering and affirming for adult learners. To Open Your Mind, an annual journal of writings by Minnesota adults from all ESL and ABE learning levels, contained a record number of submissions this year (323). Learners, tutors and teachers use To Open Your Mind as a learning, teaching and recognition tool.

During National Poetry Month last April, several To Open Your Mind contributing writers read their work at a Barnes & Noble bookstore. Their participation in this MLC event “was a very powerful way for learners to share personal stories, build confidence, and embrace their achievements in learning English,” says MLC ESL Specialist Nima Salehi.

“Contributing essays to To Open Your Mind has been a wonderful opportunity for my English language learners to gain valuable writing practice, to learn from the experiences of other students, and to participate more actively in their new communities by sharing their own life histories, personal goals, and opinions with other readers.”
—Minnesota ABE teacher

my job easier.”
Volunteer Training

Adult Literacy
During the 2002-2003 program year, the MLC professional training staff prepared nearly 600 new volunteers to be confident, effective adult literacy tutors. ESL pre-service tutor trainings drew the greatest numbers as volunteers sought opportunities to help recent immigrants and increase cross-cultural knowledge. Active tutors gave MLC trainers high praise in a follow-up survey, with 86 percent of respondents describing the 12-hour pre-service sessions as “valuable” or “very valuable” in preparing them for their volunteer literacy experience.

Current tutors continued to build their teaching skills by attending in-service workshops throughout the year. Attendance figures at in-service sessions rose by more than 50 percent, as tutors learned about pronunciation and writing, use of technology, cultural differences, learning disabilities and many other topics.

As always, trained volunteers are a valuable asset in successful literacy programs in Minnesota. Volunteer tutors provide extra one-to-one literacy and English support that adult learners need to thrive. Classroom volunteers multiply scarce teaching resources and bring a unique perspective to the learning environment.

Children’s Literacy
MLC trainers conducted 30 workshops to prepare volunteers to help children build their literacy skills. Workshops focused on training adults to teach reading to K-3 students and to serve as homework helpers for older children. Workshop participants included: students from colleges and high schools, members of AmeriCorps, Teacher Corps, RSVP and other federal volunteer programs, and others from the Twin Cities community. Volunteers were placed in area schools and in libraries, community centers and other after-school programs.

MLC Receives “A” from A.C.E.S.
MLC Training Manager Rob Podlasek creates enthusiastic literacy tutors wherever he trains in the Twin Cities. According to Chad Holthaus, A.C.E.S. (Athletes Committed to Educating Students) Volunteer Coordinator, Rob gets high marks for teaching new tutors how to make reading fun for inner-city students in grades 4 through 6.

According to Chad, A.C.E.S. volunteers come to the program because they love to work with kids, but they have no background in teaching reading or writing. “Rob demonstrates what works with kids and lets volunteers see from the kids’ point of view,” says Chad. “He shows them the window into the child’s mind.” He adds that Rob receives “nothing but good comments” in post-training evaluation.

The new tutors appreciate Rob’s energy and enthusiasm, and they come away with practical skills to help them create interesting, educational after-school activities for at-risk kids.
Teacher Corps

In the fall of 2002, MLC launched the AmeriCorps* Teacher Corps program in Minnesota. A collaboration between MLC, ServeMinnesota! and the Corporation for National and Community Service, Teacher Corps focused on: a) helping K-3 children improve their reading skills; b) assisting educational and teaching assistants in pursuing teaching licensure; and c) improving members’ and students’ understanding of and ability to do community service.

MLC enrolled 89 educational and teaching assistants from the Minneapolis and St. Paul public schools as Teacher Corps members. Many Teacher Corps members were in their mid- to late-30s and had worked about five years in the schools. Thirteen members spoke English as a second language, and 18 spoke a language other than English (e.g. Somali, Spanish, Hmong or Arabic). All shared a passion for teaching children and were eager to become licensed teachers.

Members served nearly 135,000 hours in the classroom and tutored at 53 after-school program sites, working with more than 600 K-3 children. Members also engaged over 700 students in service-learning projects to help the children experience a shift from service recipient to community contributor.

Many children tutored through Teacher Corps were from immigrant and refugee families and most were from low-income homes. Teacher Corps members – 70 percent of whom were people of color – closely represented the cultural backgrounds and experiences of their students. In contrast, 84 percent of Minneapolis teachers and 87 percent of St. Paul teachers are Caucasian. By mirroring the ethnic mix of urban students and families, the Teacher Corps program aimed to increase the number of teachers of color and better represent the diversity of Minnesota’s schools and communities.

One-on-One Makes a Difference
Teacher Corps members made a significant impact with their K-3 students. Literacy tutoring contributed to reading gains and improvements in attendance, behavior and participation during the year.

One Teacher Corps member reflected, “When kids are in a big class, they can’t concentrate. If the kid is very low (level), the teacher doesn’t have time for one-on-one, but (the child) does get one-on-one (time) with me. Translation makes a big difference for ESL kids.”

Another member talked about how literacy tutoring helps students become more engaged in their education: “The kid I tutored made a complete turnaround. He even apologized for his behavior and said that he was going to cooperate more. The teacher said he never raised his hand before and now he does.”

Teacher Corps members not only helped students make significant gains in their reading skills – they helped connect students with education and contributed to their overall academic success.
AmeriCorps*VISTA Programs

Summer Reads
Low-income, K-3 children in the Twin Cities received extra reading help thanks to the MLC Summer Reads program. Forty Summer Reads VISTAs (Volunteers in Service to America) served more than 6,000 at-risk children in group literacy activities and one-to-one tutoring sessions. These children are especially vulnerable to “summer slide,” when children’s literacy skills stagnate or decline over the summer months.

Students tutored by Summer Reads VISTAs gained an average of 7.5 words per minute (wpm) over five weeks. During the school year, elementary students typically gain 2 to 3 wpm per month.

The MLC Summer Reads program placed AmeriCorps*VISTAs in Minneapolis and Saint Paul summer schools and community sites where they creatively blended reading and writing with play. Their presence in classrooms was very positive for students and significantly reduced work stress for teachers.

One librarian exclaimed, “The difference between last summer [without Summer Reads VISTAs] and this year was like night and day. Last summer we had many children visiting the library, bored, causing trouble and damaging property. This summer we again had lots of children, but they had something meaningful to do...and the library was a good, safe place.”

Yearlong VISTA
During 2002-2003, MLC supported 35 yearlong AmeriCorps*VISTAs who served in community organizations such as libraries, schools and colleges across the state. The VISTAs recruited more than 4,000 volunteers who, in turn, tutored over 17,000 youth in Minnesota.

In addition to helping create the infrastructure to improve literacy and fight poverty in their communities, the VISTAs met throughout the year for ongoing training on literacy, cultural competency, and public policy.

Life-long Learning
John Shirk retired from library service in 1998, but his commitment to literacy still continues. At age 70, after volunteering for the Peace Corps in Morocco, John became an MLC yearlong AmeriCorps*VISTA at the Hosmer Community Library in Minneapolis.

John assists the library by organizing special programs for adults and kids and administering a life-long learning assessment tool to discover more about the members of the community. A strong believer in life-long learning, John remarked, “I like what I am doing, particularly regarding interviews with adult learners and working with the public, serving people.” John’s dedication comes through his desire to make an impact on the lives of his South Minneapolis neighbors.

Whether arranging a jazz ensemble concert to bring people to Hosmer or delivering books to various neighborhood sites, John has found a calling with AmeriCorps*VISTA. “Life-long learning challenges us to ask ourselves, ‘How can we create meaning in our lives?’ I asked myself this question when I retired from library service. The answer was volunteering.”
Words Work! Collaboration

During 2002-2003, Words Work! continued to receive praise from participating families and collaborating partners, including the St. Paul Foundation and RAP Head Start. As part of Words Work!, MLC Literacy Home Visitors served 192 low-income families with Head Start, kindergarten and 1st grade children. Nearly two-thirds of the families were non-native English speakers, so the multi-lingual MLC staff was able to bridge language barriers with Hmong, Latino and Somali clients.

During the home visits, parents and children engaged in activities that support emergent literacy goals (increasing vocabulary, attempting to print, learning the alphabet, etc.). These activities were reinforced with experiences and ideas from everyday life that parents can continue to use with their children - such as counting the floors in their apartment building, identifying letters on a calendar or sorting groceries.

During the year, MLC Literacy Home Visitors solidified connections between the families, their children's schools, and the community. They encouraged parents to share school questions and helped problem-solve by attending parent/school conferences, answering questions about report cards, and offering suggestions of how to best help their child succeed in the school system. The MLC staff members also helped families learn to use the public library, sign up for English and citizenship classes, and use other early childhood and family services.

This year MLC added cross-cultural, parent-child group activity nights as a Words Work! program component. Families reported on the value and fun of the activities, and asked for more of these opportunities.

The annual pre-post family inventory, focus groups and statistical evaluation have all documented the success of Words Work!. For example, since families began literacy home visits, the number of books in the home and amount of reading to the child have increased significantly.

Q. During the past week, how many children’s books did your child have at home?

Words Work! Family Inventory, May, 2003

The average number of children’s books available at home has increased significantly since families began participating in Words Work!.
**Statement of Financial Position**

June 30, 2003 and 2002

<table>
<thead>
<tr>
<th>Assets</th>
<th>2003</th>
<th>2002</th>
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</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
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<td>Accounts and Grants Receivable</td>
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<td>Prepaid Expenses</td>
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<td>Equipment, Net of Accumulated Depreciation</td>
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<tr>
<td><strong>Total Assets</strong></td>
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<td><strong>$1,446,248</strong></td>
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<table>
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<th>Liabilities and Net Assets</th>
<th>2003</th>
<th>2002</th>
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</thead>
<tbody>
<tr>
<td>Liabilities</td>
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<td></td>
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<tr>
<td>Accounts Payable</td>
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<td>Capital Lease Payable</td>
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<tr>
<td>Accrued Expenses</td>
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<td>Deferred Revenue</td>
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<td>12,114</td>
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<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>121,424</strong></td>
<td><strong>157,781</strong></td>
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| Net Assets | | |
| Unrestricted | | |
| Undesignated | 247,721 | 281,088 |
| Designated by Board of Directors | 475,000 | 475,000 |
| Temporarily Restricted | 522,419 | 532,379 |
| **Total Net Assets** | **1,245,140** | **1,288,467** |

<table>
<thead>
<tr>
<th>Total Liabilities and Net Assets</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Liabilities and Net Assets</strong></td>
<td><strong>$1,366,564</strong></td>
<td><strong>$1,446,248</strong></td>
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**Statement of Activities**

June 30, 2003 and 2002

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<thead>
<tr>
<th>Support and Revenues</th>
<th>2003</th>
<th>2002</th>
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</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Temporarily Restricted</td>
<td>Total</td>
</tr>
<tr>
<td>Corporation/Foundation Grants</td>
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<tr>
<td>Government Grants</td>
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<td>2,043,028</td>
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<tr>
<td>Special Events</td>
<td>27,467</td>
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<tr>
<td>Contributions</td>
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<td>Program Service Fees</td>
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<td>Pass-through Grants</td>
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<td>—</td>
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<tr>
<td>Interest</td>
<td>5,670</td>
<td>—</td>
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<tr>
<td><strong>Subtotal Support and Revenues</strong></td>
<td>225,165</td>
<td>2,548,166</td>
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</tbody>
</table>

| Net Assets Released from Restriction | | |
| 2,558,126 | (2,558,126) | — |
| **Total Support and Revenues** | 2,783,291 | (9,960) | 2,773,331 | 2,648,650 | (323,193) | 2,325,457 |

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<tr>
<th>Expenses and Losses</th>
<th>2003</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Services</td>
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<td>—</td>
</tr>
<tr>
<td>Management and General</td>
<td>208,337</td>
<td>—</td>
</tr>
<tr>
<td>Fundraising</td>
<td>113,939</td>
<td>—</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>2,816,658</td>
<td>—</td>
</tr>
</tbody>
</table>

| Change in Net Assets | (33,367) | (9,960) | (43,327) | 23,616 | (323,193) | (299,577) |

| Beginning Net Assets | 756,088 | 532,379 | 1,288,467 | 732,472 | 855,572 | 1,588,044 |

| Ending Net Assets | $722,721 | $522,419 | $1,245,140 | $756,088 | $532,379 | $1,288,467 |

Complete copies of MLC's financial statements are available upon request.
2002-2003 Donors
July 1, 2002 – June 30, 2003

ORGANIZATIONS
3M Foundation
ADHE Magazine
American Association of University Women, Minneapolis Branch
W. Glen Boyd Charitable Foundation
DAR, Monument Chapter
Meredyth Anne Disburg Foundation
Deluxe Corporation Foundation
H.B. Fuller Company Foundation
Mary Livingston Griggs/Mary Griggs Burke Foundation
Hwy Federal Credit Union
Kyle Hunt & Partners, Inc.
I.C. System, Inc., E.G.H.Q.
Irillumation
ING Foundation
John S. and James L. Knight Foundation
Local 7200 Communications Workers of America
Medtronic Foundation
Midwest Fiction Writers
Minnesota Mutual Foundation
Minnesota Twins
Nelson, Tritz & Hoye
Oak Grove Foundation
Pentair Foundation
Pioneer H-Bred International
REELL Precision Manufacturing Corp.
Mendon F. Schutt Family Fund of the Minneapolis Foundation
St Investment Associates, Inc.
Wendy and Colin Smith Family Foundation
St. Croix Foundation
St. Peders Evangelical Lutheran Church
Star Tribune Foundation
Thrivent Financial for Lutherans
US Bancorp Foundation
Wal-Mart Store #1864
H.E. and Helen R. Warren Foundation
Watson Family Fund of the Minneapolis Foundation
West Group
Western National Insurance Group
Westwood Lutheran Church
Whitney Family Fund of the Minneapolis Foundation

Words at Work

INDIVIDUALS
$1,000 or more
Rogers, John and Lois
Anonymous

$500 or more
Dorn, Paul
Frankie, Craig and Deborah Rorella
Hansen, Amy and Schmidt, Walter
Kruger, Terri
McGinnis, Jill and Robert
Cison, Kate
Schultz, David and Helene

$250 or more
Bunton, Kristie
Chernow, Paige and Konings, Mark
Doran, Roberta
Griffin, Mary Grace and Dietman, Raymond
Hoye, Tina and Dennis
Nasheim, Joseph
Odegard, Linda
Prentiss, Judy and Robert, Jr.
Wark, Mary Ann and David

$100 or more
Anderson, Linda and Hammett, Timothy
Barb, Margaret
Bliagini, Joyce
Burch, Steve and Heidi
Burke, Nancy and Jim
Cajacob, Mary and Eisenberg, Peter
Connolly, Phoebe
Copeland, Harlan
Copenhaver, John
Darke, Eliziqus
DeCoster, Julie
Dethmers, Gordon and Susan
Duff, Ron and Lois
Duff-Hruby, Nancy and Hruby, Wayne
Erickson, Marilyn E.
Reig, Barbara
Reming, Ann Rukavina
Runk, Susan
Gavin, John
Garity, Pat and Dave
Harmer, Ginger
Hamre, Lori
Harper, Donald
Heymans, Mark and Burleigh, Donn
Hodges, Barbara Walters
Holland, Marvin
Houle, Cheryl M.
Johnson, Holly
Jorgensen, Scott
Kalen, Miriam
Kaler, Audra
King, Judy
Kylatonen, Eileen
Lauer, Greg
Lieberman, Jay and Sally
Lockwood, Sharon
McKee, Scott and Marilyn
Miller, Mildred
Myers, Peter and Karla
Nelson, Jill and Nathan
Nelson, Russ and Nancy
Nesheim, Eric and Mirtha
Nemiec, Dick and Joan
Parker, Elizabeth
Pederson, William and Eleanor
Peterson, Doris
Peterson, Kristen and Jim
Pitner, Kocele and Wilson, Richard
Poncin, John
Ranney, Susan
Reed, Sara Elise
Renschel, Rachel
Schenken, Dale and Betty
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